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ABSTRACT

This document reports on the development and implementation of a program at the Community College of Baltimore (CCB) whose primary goals were the placement of persons with epilepsy in jobs or in educational programs leading to a career, and development of a model program of career education, counseling, and employer education demonstrating the effectiveness of a coordinated approach to the person with epilepsy which could be distributed throughout Maryland and the other states. Participant agencies involved in the program were the John F. Kennedy Institute, the Maryland Division of Vocational Rehabilitation and Division of Vocational-Technical Education, and CCB. Participants in the program were recruited from a variety of areas through use of several media. The program approach emphasized active recruitment of those with epilepsy, a liberal intake policy of evaluation and selection of recruits, supportive counseling, pragmatic job training, sensitive referral and placement, and intensive follow-up procedures. Further, CCB attempted to maximize vocational siklls, provide a two-year college education, and help to develop job opportunities. Analysis and discussion of recruitment, selection, involvement, student goals, counseling, job referral, student progress, follow-up information, ancillary program support activities, and individual case histories are included. (JDS)

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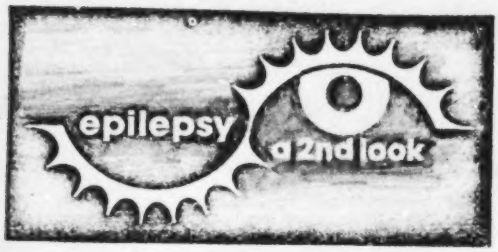
COMMUNITY COLLEGE OF BALTIMORE

EPILEPSY EDUCATION PROGRAM

" SECOND LOOK"



INTERIM REPORT

March 1975 - June 1976

Prepared for Epilepsy

Education Program Advisory Committee

BEST COPY AVAILABLE

By

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JC 760 558

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EPILEPSY EDUCATION PROGRAM

INTRODUCTION

The idea which germinated into the Epilepsy Education Program began as a solution to a concrete problem encounted at the John F. Kennedy Institute Seizure Clinic. A great number of young adults experiencing various kinds of seizure disorders were unable to secure gainful employment, An analysis of the information given by the clinic patients revealed several factors Many had been unable to acquire job skills beyond high school, many had not finished their high school education, and those who had the skills were lacking the confidence to seek jobs on their own. Previous frustration, apprehension and neglect from employment interview had also created a negative "set" for seizure patients who had attempted to find jobs.

A quick review of the literature and a look at clinical experience point out the interrelated difficulties experienced by those with seizure disorders. Comprising approximately 4 million people in the United States or about 2% of the population, epilepsy affects more Americans than cancer, tuberculosis, cerebral palsy, muscular dystrophy and multiple sclerosis combined. If the 2% prevalence figure is correct, this suggests that there are about 1,000,000 adults of employable age who have epilepsy. Other figures indicate that this population has an unemployable rate of between 15-25%. Taking into account the 5% average unemployment rate, this leaves a total of between 100,000 and 200,000 men and women who are unemployed because of epilepsy.

Difficulties in the area of employment seem to stem from several causes. Misinformation and discrimination still exist among employers, as well as the general public. These factors greatly affect the attitudes expressed or observed in those in the position of providing jobs. In addition, epilepsy seems to generate a certain amount of dependence so that people with seizure disorders are less able to compete unassisted in the job market. The changing nature of seizure patterns as growth occurs within a young adult may also cause difficulties in securing a job. Finally, medication necessary for seizure control may produce adverse side-effects which temporarily hamper one's ability to seek or hold a job.

Consequently, a program funded by the Maryland State Department of Education, Division of Vocational-Technical Education began on March 1, 1975, at the Community College of Baltimore. This program involved the direct and active

participation of the Seizure Clinic of the John F. Kennedy Institute, the Division of Vocational Rehabilitation, the Division of Vocational-Technical Education and the Community College of Baltimore. This was designated as a pilot program whose planning was from March 1, 1975, to June 30, 1975, and whose implementation phase began July 1, 1975. Each of the above agencies and institutions subsumed its primary role in the cooperative effort toward two common goals:

a. Placement of persons with epilepsy in jobs or in educational programs leading to a career

b. A model program of career education, counseling and employer education demonstrating the effectiveness of the coordinated approach to the person with epilepsy; a model which can be distributed to and utilized throughout the State and other states.

PLANNING PHASE

March 1, 1975 - June 30, 1975

In establishing goals and objectives for the Community College of Baltimore program, great consideration was given to these problem areas. Communication with members of the Advisory Committee, composed of representatives from various disciplines, aided in formulating guidelines. Specically, it was decided that one goal should center around educating employers and the general public about epilepsy in order to improve opportunities for people with seizures.

A workshop was planned for the Community College of Baltimore administration, staff, faculty and interested community members. Held on April 22, 1975, in a lecture room at the College, approximately 40 people learned about medical, psychological and social issues related to epilepsy. Staff members of the John F. Kennedy Institute Seizure Clinic, under the direction of Dr. John M. Freeman, led the discussion and answered questions. Mr. Theodore Christensen, Staff Specialist in Third Party Programs at the Division of Vocational Rehabilitation, and Mr. Arthur Murphy, Executive Director of the Cheapeake Association for Epilepsy, (now known as the Epilepsy Association of Central Maryland) also provided additional information to the audience. A comprehensive list of questions and answers arising from the workshop were printed and distributed to all Community College of Baltimore staff and faculty, resource people and members of the Advisory Committee.

Further educational efforts during the first months of the program included taping a panel discussion about epilepsy that was aired on the Community College of Baltimore closed circuit TV program Insight, providing informative pamphlets and fact sheets to all interested faculty and staff, personally contacting Program Coordinators in the Allied Health Programs to insure their understanding of the program, and supplying an appropriate bibliography on the subject to the Bard Library. The Epilepsy Education Program was also explained at the Community College of Baltimore's April 1975 Board of Trustees' meeting and at various departmental level meetings.

The problems of motivation, self-image and confidence were considered, and a goal was developed around the concept of improving the students' ego strengths. Students were encouraged to participate in the Human Potential Seminar, a one-credit course at the Community College of Baltimore designed to increase positive personal growth by focusing on one's assets. Training for the Program Coordinator in the Basic Human Potential Leadership Seminar has contributed greatly to the knowledge required for leading these group sessions. The goal of counseling was reinforced by data generated by the Epilepsy Foundation of America Three Cities Project conducted from August 1966 to October 1968. It was found that job seekers with epilepsy needed and benefited from a program based on directed, semi-structured, warm supportive group counseling.

Up to now, little coordination has taken place in the areas of counseling, psychological services, educational services, job training, medical services and employer relations. In an effort to build a coordinated delivery system, contacts were made with the following agencies or organizations: University Hospital Adult Neurology Seizure Clinic and Pediatric Seizure Clinic; Baltimore City Health Department, School Nurses Division; Baltimore City Public Schools, Guidance and Counseling Division; Epilepsy Foundation of America; President's Committee to Promote Employment of the Handicapped; Dundalk Community College "Single Step" Program; Maryland Rehabilitation Center; Maryland State Employment Service; and Maryland Executive Council for Educational Opportunities. These contacts are in addition to those mentioned earlier in the report.

Another approach to building better coordination has been the integrated method used for referring, screening and accepting students into the program. Many of the initial referrals came from the John F. Kennedy Institute Seizure Clinic staff who were anxious to insure the inclusion of patients whose problems had originally triggered the project. Once referred to the program, a student might choose to become the client of the Division of Vocational Rehabilitation where medical, psychological and vocational evaluations can be obtained. If the results indicate that the client could benefit from the Community College of Baltimore program the student is seen individually by the Community College of Baltimore Program Coordinator. Meetings between the Community College of Baltimore Program Coordinator, the Division of Vocational Rehabilitation counselors and members of the John F. Kennedy Institute Seizure Clinic staff have occurred on several occasions to consult about prospective students.

According to a report by the late Dr. Raymond Dennerll of the Epilepsy Center of Michigan, the most successful job seekers were usually those who had acquired a skill and who had a higher level of education. This path has proven the best way to break the vicious cycle of prejudice leading to failure and a diminished sense of self-worth. A concise formula, developed by the Three Cities Project, spells out the methodology leading to training and placement.

The approach emphasizes active recruitment of those with epilepsy, a liberal intake policy of evaluation and selection of recruits, supportive counseling, pragmatic job training, sensitive referral and placement, and intensive follow-up procedures. The Community College of Baltimore Epilepsy Education Program will follow these general guidelines in an effort to maximize vocational skills, provide a two-year college education, and help to develop job opportunities. Hopefully, the techniques used and the data collected will form the basis for a model to be utilized in similar educational settings throughout the country.

IMPLEMENTATION

June 30, 1975 - June 30, 1976

More specifically, the enabling proposal indicates that the Community College of Baltimore has four objectives which will assist in accomplishing the major program goals:

a. educating 30 epileptics, who have either a high school degree or GED equivalency, in an appropriate area relating to a career where jobs might realistically be available
b. training community college counselors specifically to relate to people with epilepsy
c. securing employment commitments from employers to employ 30 epileptics who have completed an appropriate program at the college
d. preparing a document which would describe the program for use by other colleges.

In an effort to provide appropriate career education programs for interested people, the alternatives offered through the Community College of Baltimore were carefully explored. Each Department Coordinator and Chairperson in the Allied Health Programs was interviewed to discover the prerequisite courses, health requirements, availability of jobs after graduation, and attitude of the administrator toward people with epilepsy. It was concluded that all programs could be considered by students in the Epilepsy Education Program, provided that grade standards were met and maintained and that vocational areas involving unsafe working conditions be avoided.

Recruitment for these potential students was carried out in several ways. A lengthy newspaper article written by the Community College of Baltimore Communications Director, which outlined the program's origins, its guidelines for eligibility, and its specific goals, was carried in The Sunpaper. Information was distributed to Division of Vocational Rehabilitation offices in the Baltimore metropolitan area and to key State Department of Education staff who might assist in circulating material to the target population. The Department of Social Services liaison counselors for Vocational Rehabilitation clients were introduced to the program through personal contacts and information fact sheets. Counselors in Baltimore City public schools were contacted by telephone and mail in an effort to inform juniors and seniors of the Community College of Baltimore program. The Coordinator was also invited to address Baltimore County public school guidance counselors because of the uniqueness of this program. The Epilepsy Association of Central Maryland included a brief synopsis of the upcoming program in its newspaper which reaches 4,000 who are intimately concerned with epilepsy. Additionally, staff members at the John F. Kennedy Institute Seizure Clinic and University Hospital Seizure Clinic were informed of the new educational/vocational opportunity made available to people with epilepsy.

The Community College of Baltimore Recruitment Office took word of the program to all schools that they visited and Community College of Baltimore faculty and staff received information through an afternoon workshop aimed at educating them about epilepsy.

An analysis of these publicity techniques indicated the relative effectiveness of each recruitment source and occurred as follows:

Newspaper article	15
Division of Vocational Rehabilitation	10
University Hospital Seizure Clinic	13
John F. Kennedy Institute Seizure Clinic	20
Department of Social Services	4
Epilepsy Association of Central Maryland	5
Community College of Baltimore staff and faculty	6
Others	4
Total	77

Of these 77 people referred to the Community College of Baltimore between March 1975 and June 1976, 30 have been involved in the program. The following data give the referral source of those who have been involved in the counseling process:

Newspaper article	2
Division of Vocational Rehabilitation	7
University Hospital Seizure Clinic	7
John F. Kennedy Institute Seizure Clinic	5
Department of Social Services	0
Epilepsy Association of Central Maryland	3
Community College of Baltimore staff and faculty	5
Other	1
Total	30

A more careful look at those people referred to the Program Coordinator who did not choose to become involved in the counseling process reveals several things. The majority of people who decided not to participate did so on the basis of being unwilling to commit themselves to a counseling relationship. Of the 47 people rejecting the program, 18 were not amenable to counseling. Eight of this number were not interested in attending group or individual counseling as part of a process leading to job placement. Five people were considered to be of dull/normal intelligence by a Division of Vocational Rehabilitation evaluation and, therefore, apt to gain little insight from the counseling process. All five had been trained previously for competition in the labor market and were awaiting placement. Their primary

disability would seem to be retardation rather than a seizure disorder The remainder of the 18 were not considered appropriate for counseling because of severe psychiatric difficulties which,again, would limit the benefits gained from insight into one's problems.

The other reasons for not participating in the program were transportation problems (8), failure to keep several appointments with the Coordinator (11), moving out of the Baltimore area (2), the necessity of immediate job placement (4), and misdiagnosis of a seizure disorder (4).

Providing an appropriate career education for people who already have a high school degree was only one area of focus. The needs of those who had never completed high school also had to be met. The Community College of Baltimore made a commitment to sponsor up to ten students in a small evening course designed to prepare people for the General Educational Development Examination. To date, five people have taken advantage of this opportunity.

For many students returning to school after years of idleness or transient job situations, a full-time course program is likely to be frustrating and difficult. Of the 17 students who have been enrolled in a college program, none has carried more than 12 credits and many decided to withdraw from courses in order to reduce their credits to a more realistic number. Grades have varied among the 17 college students with marks ranging from very poor to excellent. Personal counseling was scheduled for those having academic difficulties, and all students were encouraged to use the tutorial resources of the College's Center for Educational Services. At this date, three have dropped out of the college program after one semester and two additional counselees have withdrawn after the second semester. Four students have been cited as Meritorious Scholar and one earned the even higher rank of Distinguished Scholar.

In an effort to compare the performance of students in the college program at the Community College of Baltimore with the general Community College of Baltimore student population, statistics were collected and compiled. Rather than looking at all registered students, a comparison was made with students who were used as a control group during a "Sneak Preview" Orientation Week in August, 1975. When comparing the earned Q.P.A. (if F grades are not counted), the "Sneak Preview" control group averaged 1.6 while students in Epilepsy Educational Program (taking college courses) earned an average 2.3 Q.P.A. Currently, 11 counselees will be returning to Community College of Baltimore for the Fall '76 semester, since one student graduates in August from the Occupational Therapy Assistant Program.

Another objective of the proposed Epilepsy Education Program concerned itself with training community college counselors specifically to relate to students with epilepsy. Only through such an outreach approach can students in various geographic locations be afforded the same kind of counseling service as those in the Community College of Baltimore program. Thus far, contact has been made with all 18 members of the Maryland Association of Community and Junior Colleges. They are being invited to a planning session in mid-July to determine their priorities and to decide a convenient workshop time. Material covered at the workshop will include medical information about epilepsy, vocational aspects of epilepsy, a review of counseling

techniques used in the Community College of Baltimore Epilepsy Education Program, and a look at the psychometric measures used as aids in the counseling process. A psychiatrist experienced in group processes will help counselors examine their own feelings about epilepsy.

The counseling component of the Epilepsy Education Program is the core element around which all else revolves. Individual counseling occurred on a weekly basis at least for the first few months of each semester; and as each person's needs were assessed, the frequency of the counseling sessions changed. Some individuals needed only short-term counseling with an emphasis on vocational testing or needed help in a concentrated job search. Others used the counseling sessions as a time for sorting out priorities and clarifying values, a process which took lengthy weekly meetings to accomplish. In several cases, the severity of the personality disorder was too deep-seated, necessitating counselors for the Epilepsy Education Program to refer the individual for psychotherapy outside of the college setting. On one critical occasion, the services of the Community College of Baltimore Mental Health Counselor were called upon as a back-up to counseling already being given. The Community College of Baltimore nurse was also crucial in this phase of the program. Her consistent reliability and calm approach to the person with epilepsy contributed greatly in promoting the goals of counseling.

Group counseling, which occurred on a regular weekly basis, had tremendous impact on all counselees. Comments supporting this statement can be found in the program and personal evaluations recently completed by counselees. Attendance varied from between six to ten members, with the individual participants changing from one session to another. However, according to a psychiatrist familiar with the group process, this attendance rate compares extremely favorably with other groups of similar composition. Topics at counseling sessions included handling anger, dependence and epilepsy, assertiveness and aggressiveness, loneliness, family conflicts, and bringing up children. Information was given about job interviewing skills, writing resumes, vocational assessment, medication and other basic medical facts relating to seizure disorders. An extension of this information-giving function of the group was a field trip to the Epilepsy Foundation of America's Annual Conference in Washington, D.C. This occasion gave individuals an opportunity to observe and interact with the large number of people associated with the nationwide epilepsy movement.

In addition to the 17 counselees in college programs, 13 other people with epilepsy took advantage of the opportunity for counseling. This figure includes five students who completed the GED class at the Community College of Baltimore. Many participants also benefited from vocational and psychological testing and interpretation. The Tennessee Self Concept Test, used to measure the counselee's feelings about himself, was administered to all students entering the program. This test was utilized primarily as a counseling tool in that it assisted the student in gaining greater insight into his feelings and attitudes. It proved most useful in helping students focus on particular problem areas. After a year of personal and group counseling, this same test will be readministered in order to determine changes in each individual's attitude and self concept.

A total of 15 counselees received vocational counseling and testing. Most counselees were given the Kuder Occupational Interest Survey and the Holland Self Directed Search in order to determine areas of interest. The Edwards Personal Preference Test, the Occupational Temperaments Check List and selected Differential Aptitude Tests were administered when necessary.

The results of these tests along with an extensive personal interview and counseling often enabled the counselee to redefine his values and goals. Several found they did not have a realistic view of the career they had chosen and made a total change of curriculum. One individual realized she had underestimated her abilities and switched into a more difficult curriculum within her chosen field. Some found that vocational counseling and testing merely served to reinforce their career decision. Others found that college did not meet their immediate needs and were assisted in finding alternate training programs or jobs. Most of these individuals found this vocational service to be valuable in planning their futures.

A number of counselees also participated in a one credit course given by the College called the Human Potential Seminar. Led by the Epilepsy Education Program counselor, this structured small group experience provided a positive, accepting environment for the sharing of values, goals and accomplishments.

Of paramount consideration is the third objective cited in the governing proposal which speaks of securing employment commitments from employers in an effort to ultimately place people with epilepsy into satisfying job situations. The objective states that only those who have completed an appropriate program at the College should be considered as candidates for employment. An interpretation of this statement must include the assumption that only people who have been made "employable" through some aspect of the Community College of Baltimore program should be referred to employers. This notion of employability must be applied to each participant on an individual basis. Some counselees need only reinforcement to pursue a given vocational goal, others must work on job interviewing techniques and communication skills, while still others desire to complete an Associate in Arts degree in a particular vocational area. Mentioned earlier are some counselees who need in-depth psychotherapy in order to become employable at some later date. In general, the people referred to the Epilepsy Education Program have multiple problems. Two noted physicians with considerable expertise in dealing with seizure patients agreed that epilepsy is but one aspect of a complex psycho-social pattern which compounds the issue of employability. Both time and individualized attention are necessary to reverse the negative syndrome engulfing many people with epilepsy.

Job referrals and concentrated job searches have been made by counselors in the Epilepsy Education Program on behalf of counselees who are currently employable. Meetings have occurred between the Epilepsy Education Program Coordinator and a group of Division of Vocational Rehabilitation counselors whose primary concern is job placement. The realities of the appropriate placement

of clients with seizure disorders were openly discussed, with suggestions as to different placement techniques being offered by participants. Several students in the Community College of Baltimore program have secured summer employment and a few others have applications filed in the event of any vacancies. One counselee who would currently be unable to secure or maintain a full-time job is acquiring valuable experience through a volunteer position. After she has accumulated a good work history and developed confidence in her abilities, referral will be made to a permanent position.

In an effort to elicit job commitments from employers in the metropolitan Baltimore area, an Employer Advisory Committee was formed. Representatives from many phases of the employment community have come together several times during the year to learn more about epilepsy. Their response to information presented at meetings has been very favorable, and their interest in the Community College of Baltimore program has been consistently sustained. Through an employer education campaign, which began with the Employer Advisory Committee, a more positive climate will exist for those counselees who are progressively becoming employable. Already, one Advisory Committee member has listed job vacancies with the Community College of Baltimore Coordinator for the purpose of hiring qualified applicants.

Employer workshops, patterned after a model presented to the Employer Advisory Committee in May, 1976, will be conducted throughout the Baltimore area. Aimed at reaching large and small business people alike, the workshops will present the medical and vocational aspects of epilepsy. They will also provide a forum to answer questions relating to insurance coverage, Workmen's Compensation laws, Department of Motor Vehicle regulations, consumer advocate activities and Division of Vocational Rehabilitation programs and services. Already presented to Housing Managers in the Division of Housing Management of the Housing Authority of Baltimore City, the Employer Workshop was able to provide valuable information. A major presentation was also given to members of the Mayor's Cabinet where those in the position of hiring Civil Service employees were given information about epilepsy. As a result of this briefing it is anticipated that many invitations to present Employer Workshops will be forthcoming from various Baltimore City agencies. As more counselees in the Community College of Baltimore program are ready for employment, an interviewing session may become part of the employer workshop format. Qualified job-ready people with epilepsy will be presented to employers for the purpose of opening channels of communication. Another technique for maximizing employability will be organized in the fall and will concentrate on counselees not enrolled in a college program. A "Job-Finding Club" - patterned after that originated at the Anna Mental Health and Development Center, Carbondale, Illinois, by Dr. Nathan Azrin - will be established to encourage independence and assertiveness among job seekers.

The final objective mentioned in the proposal relates to the preparation of a document describing the program to other community colleges. This obligation will be met at the end of FY 1977 when all data have been compiled and when most students currently in college programs will be ready for employment, having nearly completed an Associate in Arts Degree.

The Community College of Baltimore Epilepsy Education Program, in the Office of Developmental Studies, has broadened its scope since the initial planning stages. From an embryonic idea concentrated on maximizing job opportunities and expanding vocational skills, the program has developed into a comprehensive counseling process which can meet the various needs of people with epilepsy. Counselees can become involved in short-term vocational counseling, extended interpersonal contact with a professionally trained "listener," advisement as to the particulars of specific course or curriculum requirements at the Community College of Baltimore, or a structured job-finding experience employing new placement techniques. All of these alternatives are aimed at equipping counselees with the tools needed to meet life's challenges. Through complete utilization of community resources and a comprehensive evaluation of each individual referred to the program, these citizens with epilepsy can look forward to achieving their maximum potential.

DATA ON COUNSELEES IN EPILEPSY EDUCATION PROGRAM

A break-down describing general characteristics of the counselees indicates that there are 13 males and 17 females, 10 white counselees and 20 black, 25 people with grand mal seizures and 5 with psychomotor type seizures. Ages of the participants range from 18 years to 50 years.

The following descriptions illustrate the complexity and variability of each counselee's background. A careful look at the family situations, conflict areas, and past work histories indicates the need for counseling in an accepting, non-threatening, supportive environment. In response to a request for program and self-evaluation, comments from counselees were collected. These individual reactions to various aspects of the Epilepsy Education Program give another indication of the various feelings of people with seizure disorders.

Grades of counselees enrolled in college programs have also been included. Grades represent a wide performance range and pertain to courses in a large number of curriculum programs. All but one student in a college program is the first member of the family to attend an institution of higher learning.

PROFILE OF COUNSELEES

#1

Personal Data -	male, separated, age 28, high school equivalence-1972
Disability -	grand mal seizure (onset at age 20), gets second gain from seizures; when medication and proper rest are adhered to, seizures are controled
Psychological Information-	initially held unrealistic goals, now somewhat modified, behavior vacillates between dependency and aggression; conflict in area of sexuality, acceptance of authority, need to achieve; has previously handled stress through drug use, alcohol, aggressive behavior; average intellectual ability-academic performance poor; dropped out of college program after two semesters
Work History -	erratic work history, inappropriate jobs to provide financial resources at crisis time in life
Initial Goal -	Associate in Arts Degree, Law Enforcement/Criminal Justice
Financial Assistance -	Division of Vocational Rehabilitation and Veteran's benefits, work/study at Community College of Baltimore
Services Utilized -	Influence of Program - group and personal counseling, some awareness of and destructive patterns, learned to trust counselor, Self Concept Test by part-time counselor, referred to Division of Vocational Rehabilitation, Epilepsy Association of Central Maryland, joined Consumer Advocate Group, psychiatrist referral for in-depth therapy, marriage counseling, accepted separation from wife, work/study helped build some confidence in self, learned of financial aid system, became Notary Public, referred to John F. Kennedy Institute Seizure Clinic for medical evaluation

#2

Personal Data - female, age 28, high school graduate, married, 2 children

Disability - grand mal seizure (onset at age 19), relatively well controlled, adheres to medication faithfully

Psychological Information - realistic goals; strong achievement need; conflict in areas of sexuality and security, but handles stress rationally through verbal communication; average intellectual ability; academic performance high

Work History - little past work history, has been homemaker

Initial Goal - Associate in Arts Degree, Early Childhood

Financial Assistance - BEOG and Division of Vocational Rehabilitation

Services Utilized - Influence of Program -
group counseling, personal growth leading to regaining of independence, personal counseling, leadership qualities emerging, Center for Educational Services faculty tutoring, referred to Division of Vocational Rehabilitation for tuition and maintenance, vocational counseling and Kuder Interest Test by part-time counselor, information about epilepsy growth gained through insight and and information, evidenced by paper written on Sociological Influences of Epilepsy on My Life

Self Evaluation - How do you feel the program helped your academic adjustment to CCB?

"The program helped me with my academic adjustment because it put me at ease in a group situation. It built my confidence to a point where I felt I could do almost anything I wanted to. It put me in a place to see others like myself making it without too much trouble. It also let me see what could happen to me if I didn't put a little effort across. It also gave me a priceless knowledge of what I could be as an epileptic in a positive manner."

#2 Continued

Self Evaluation -

Thoughts and feelings about personal counseling - "It gives you a chance to tell what you really feel and know someone is really listening to what you are saying. It gave me a chance to express and air out my feelings, which then gave me time for more positive thoughts and happy thoughts."

Thoughts and feelings about group experience - "The group let me see people with the same illness I have. It gave me a chance to relate to someone about my illness that really understood what I was going through. It gave me also an opportunity to see how others handled themselves and their illness, how they felt and just what they were doing about it. I saw some reject the fact and some accept the fact that they were epileptics."

#3	Personal Data -	male, not married, age 40, high school equivalency - 1964, living at home, prison confinement but later pardoned
	Disability -	grand mal seizures (onset during 20's) well controlled although drinking problem interferes with adherence to medical regime, speech problem
	Psychological Information -	strong defense mechanisms limiting realistic self-evaluation; goals are achievable but hampered by inability to view self openly; need for achievement, financial security, behavior fluctuates between overt and exaggerated satisfaction with self and depressed, immature reactions to problems; conflict in areas of sexuality, acceptance of authority, self denial; escapes handling stress through alcohol; average intellectual ability; average academic performance
	Work History -	erratic work history, interrupted by periods of alcoholism, prison sentence
	Initial Goal -	Associate in Arts Degree, Business Administration
	Financial Assistance -	BEOG and Division of Vocational Rehabilitation
	Services Utilized -	Influence of Program - personal and group counseling, beginning to face alcoholic problem, better handling of medical regime, Self Concept Test by part-time counselor, Center for Educational Services peer tutoring, in Math and English 200, conferences with teachers, speech therapy helped to improve speech patterns, field trip Epilepsy Foundation of America made aware of numbers of people involved in epilepsy movement, orientation program good school adjustment, Human Potential Seminar
	Self-Evaluation -	Vocational goals (Career choice) "My first choice was to establish a successful business, with my feelings leaning more toward a second major, Sociology." Seizure Control "Because of emotional control, my seizures are almost non-existing."

#3 Continued -

Self Evaluation - Group experience

"The group as I see it, is togetherness. The vocal expression, of each other, either negative or positive is good for each other's self-growth in a session or in the corridors."

#4

Personal Data -	female, age 20, single, living at home, high school graduate
Disability -	psychomotor seizures well controlled (onset at young age)
Psychological Information -	dependent as result of parental over-protection; realistic goals; behavior somewhat defended; passive flat tone, giggling from nervous tension when handling stress; conflict in areas of sexuality, interpersonal relationships, dependency; average intellectual ability - academic performance high
Work History -	only work experience was temporary clerical work
Initial Goal -	Associate in Arts Degree, Dental Assisting
Financial Assistance -	Division of Vocational Rehabilitation and Center for Educational Services budget for tutoring services
Services Utilized -	Influence of Program group and personal counseling, interview skills, able to discuss epilepsy for first time, beginning to develop eye contact-social skills, increased confidence led to applying to Dental Hygiene Curriculum, referred to Division of Vocational Rehabilitation, Self Concept Test by part-time counselor, vocational counseling and Kuder and Holland Interest Test by part-time counselor, faculty recommendations, field trip to Washington, tutor/counselor, job referral to Provident Hospital (application filed), a letter of recommendation, acceptance in Dental Hygiene Curriculum, Human Potential Seminar gave some insight into self
Self Evaluation -	Personal Growth "I'm not as self-conscious as I used to be, and for me that's a big improvement." Vocational goals "I'm sure that I've chosen the correct career. I've discovered that achieving my goal will be harder than I expected, but I'm willing to try."

#4 Continued -

Personal counseling

"Personal counseling has helped me a great deal. It's had more of an effect upon me than the group meetings."

Group counseling

"In the group, I made friends and kept them because of the way we were able to level with one another."

#5	Personal Data -	male, single, age 25, living with girl-friend and children, high school equivalence, 1972
	Disability -	has been hospitalized for emotional disturbance, grand mal seizures (onset at early childhood), well controlled when not taking drugs or alcohol, uses fact of epilepsy as scape-goat for not having achieved desired goals or for family rejection
	Psychological Information -	behavior fluctuates between verbal, aggression and docile acceptance of life's problems with tendency to deny through philosophizing, conflict in areas of self-acceptance, sexuality, accepting authority; handles stress through drugs, alcohol or passive/aggressive behavior; dropped out of college program after one semester
	Work History -	erratic work history interrupted by periods of hospitalization and moving to new location
	Initial Goal -	Associate in Arts Degree, Social Work Assistant
	Financial Assistance -	BEOG and Division of Vocational Rehabilitation
	Services Utilized -	Influence of Program group and personal counseling, referred to psychiatrist, clarified goals, some insight through in-depth therapy although inconsistent in keeping appointments, Self Concept by part-time counselor, vocational counseling and Holland Interest Test by part-time counselor, discovered high clerical abilities, field trip-Epilepsy Foundation of American, tutored in Center for Educational Services, some grade improvement, job referral for placement to John F. Kennedy Institute placement counselor, referral to Placement Office, referred on job Baltimore Goodwill Industries, (interviewed, but not hired due to competition of more qualified applicants)

#5 Continued -

Self Evaluation -

Seizure control -

"I have better control of my emotional being."

How do you feel the program helped your academic adjustment to CCB?

"It made me more comfortable in a strange place."

#6

Personal Data - female, age 30, high school graduate, with credits from Morgan University, married with 1 child

Disability - psychomotor seizures, and grand mal seizures, relatively controlled; secondary gain from seizure activity so doesn't always take medication (onset at young age)

Psychological Information - realistic goals; achievement oriented, obsessive compulsive tendencies in reaching goals; conflict in areas of dependence, sexuality, need to achieve academically; handles stress through passive/aggressive behavior, depression; high/average - ability academic performance high

Work History - no work history, has been homemaker

Initial Goal - Associate in Arts Degree, Medical Records Technology

Financial Assistance - Division of Vocational Rehabilitation

Services Utilized - Influence of Program
group and personal counseling, insight into personal problems, support in making decisions reinforced career decisions, vocational counseling and Kuder Interest Test by part-time counselor, Self Concept Test by part-time counselor, typing with faculty assistance and passed typing course, field trip to Washington gave awareness of number of people involved in epilepsy movement, Self Awareness Group, enjoyed helping others, Division of Vocational Rehabilitation intervention, financial assistance with uniforms, books, etc., information about epilepsy, better medical regime, more regulation, Human Potential Seminar, feeling better about self

Self Evaluation - Social adjustment
"I don't feel that I have the necessary qualities to socialize. But the group members and counselors were very nice to me. My desire to socialize has increased a little."
What other information or services do you feel should have been provided by the program?
"I wish that there had been a few field trips for the group."

#7	Personal Data -	female, age 20, high school graduate, recently married, but living close to parents home
	Disability -	grand mal seizures (onset in teen years), well controlled
	Psychological Information -	uses denial in dealing with family pressures, sibling rivalry, dependence on parents; behavior indicates some conflicts in areas of dependence, expectation demands; stress handled through denial, over-inflated affect; highly motivated in career area, passive/aggressive behavior: average intelligence- academic performance high
	Work History -	only temporary summer employment
	Initial Goal -	Associate in Arts Degree, Physical Therapy Assistant
	Financial Assistance -	Division of Vocational Rehabilitation
	Services Utilized -	Influence of Program group and personal counseling, insight into family and personal problems, Self Concept Test part-time counselor, information about epilepsy, Human Potential Seminar, spoke to department head about acceptance into curriculum, possibility of not being accepted in physical therapy program due to epilepsy and interceded in her behalf

#8

Personal Data - male, age 19, high school graduate, single, involved in college Upward Bound program, living with mother and siblings, anger with mother over "boyfriend"

Disability - grand mal seizures, (onset early childhood) relatively controlled but concern over limitations imposed by seizure disorder

Psychological Information - behavior is passive/aggressive, although aggression exhibited more overtly as adolescent, flat affective tone reflecting limited intellectual ability or depressive state of acceptance; conflict in areas of dependence, accepting authority; stress handled through withdrawal, giving up although seemed encouraged by group support; limited intellectual ability - poor academic achievement, but extremely motivated to continue despite lack of reinforcement

Work History - only temporary summer employment

Initial Goal - Associate in Arts Degree, Physical Education

Financial Assistance - BEOG and Division of Vocational Rehabilitation

Services Utilized - Influence of Program
group counseling, learned to handle problems, more assertive, altered vocational goals, personal counseling, Self Concept Test by part-time counselor, vocational counseling and Holland Interest Test by part-time counselor, Center for Educational Services, peer tutoring, information about epilepsy, better handling medical regime

Self Evaluation - Personal growth
"I feel a little more on the adult level and about myself, I feel splendid to be truthful."
Social adjustment
"Well we socialize a great deal, I have met new people and seen new experiences with my relationships with others. Know more than I've ever known. I've adjusted to some extent but I have been making it the best I know how."
What suggestions can you give for improvement in the program?

#8 Continued -

Self Evaluation - "Have something there for release of tension or bad thoughts that runs through all of our heads. Having a meeting not a he say, she say meeting."

#9	Personal Data -	male, age 22, single, high school graduate, living with family
	Disability -	psychomotor seizures affected only legs, well controlled through medication, past history of addiction but new medicine effective
	Psychological Information -	unrealistic goals with little insight into capabilities, difficulty relating interpersonally, behavior generally immature although functions adequately with part-time employment, relates to parents and enjoys himself, lack of affect may be due to medication; conflict in areas of sexuality, dependence; handles stress through denial and avoidance low/average intellectual ability - poor academic performance, motivated to continue in college program although no reinforcement
	Work History -	short term jobs, no relevant work history
	Initial Goal -	Associate in Arts Degree, Social Work Assistant
	Financial Assistance -	Division of Vocational Rehabilitation
	Services Utilized -	Influence of Program group counseling, acceptance of seizures, group support, personal counseling supportive (personal and academic) Self Concept Test by part-time counselor, Kuder-Holland Interest Test by part-time counselor, field trip to Washington gave awareness of number of people involved in epilepsy movement, Division of Vocational Rehabilitation referral, questioned vocational choice but no change planned, information about epilepsy

#10

Personal Data -	male, age 20, single, high school graduate with college credits from several institutions, spent 10 1/2 months in prison and still showing symptoms, living at home
Disability -	grand mal seizures (onset at age 5) relatively controlled when getting proper rest and abstaining from drugs or alcohol, blames epilepsy for his reverting to drug culture
Psychological Information -	behavior vacillates between conformity by submerging of conflict and acting out in reactions to society's pressures; conflict in areas of sexuality, dependence, accepting authority, interpersonal relationship; goals would be realistic if energy could be channeled in one direction, confusion tends to minimize achievement in any area; stress handled through excessive verbiage projection, drug and alcohol use, aggressive behavior; high average intellectual ability-academic performance high
Work History	erratic work history, no meaningful jobs
Initial Goal -	Associate in Arts Degree, Business Administration
Financial Assistance -	Division of Vocational Rehabilitation, Student loan from CCB, emergency, Center for Educational Services budget for tutoring
Services Utilized -	Influence of Program group counseling, reassess values and goals, personal counseling altered self concept, Self Concept Test by part-time counselor, some good insight, vocational counseling, Holland Test by part-time counselor, referred to Placement Office, wrote letters of recommendation, information about epilepsy, faculty recommendations, referred to Hutzlers Brothers for job (no current vacancies), tutor/counselor job giving reinforcement
Self Evaluation -	How do you feel the program helped your academic adjustment to CCB? "It helped me get used to people, which was very important for me at the beginning of the year." Personal counseling "I don't like it, but it helps you look at yourself."

#11

Personal Data -	male, age 21, single, high school graduate, living at home with parents and 3 sisters
Disability -	psychomotor seizures (onset at early age) occur once a month and sometimes less frequently, adheres to medical regime
Psychological Information -	initially unrealistic goals not commensurate with ability, have been modified; behavior generally passive, dependent, has exhibited depressed and also elated extremes; conflict in areas of sexuality, acceptance of authority, dependence; stress handled through denial, withdrawal; low average intellectual ability - average academic performance
Work History -	short term work experience as food service helper
Initial Goal -	Associate in Arts Degree, Pre-pharmacy or Health Curriculum
Financial Assistance -	Division of Vocational Rehabilitation
Services Utilized -	Influence of Program personal counseling, personal growth in handling personal and parental problems, better acceptance of epilepsy, group counseling, some assertiveness but not continuous, Self Concept Test by part-time counselor, vocational counseling and Kuder Interest Test by part-time counselor, more realistic vocational choice (Restaurant Administration), interceded with Division of Vocational Rehabilitation counselor, financial assistance, Center for Educational Services faculty tutoring, field trip to Washington, referred to Epilepsy Association, joined Consumer Advocate group, referred to Placement Office, information on epilepsy, wrote paper on personal experience with epilepsy as related to rejection

#12

Personal Data -	female, age 20, high school graduate, has lived in several households since beginning program and none has been with parents or is permanent
Disability -	grand mal seizure (onset in infancy), most likely now exhibiting hysterical symptoms rather than true seizure activity, no medication, secondary gains from claiming to have Epilepsy
Psychological Information -	no goals, preoccupation with self, need for love, acceptance and approval, behavior fluctuates between independence and dependence, depression and elation, immature; conflict in areas of sexuality, dependence, interpersonal relationships; handles stress through denial, depression, attention seeking behavior, low/average intellectual ability - academic performance poor, withdrew from college program after one semester
Work History -	no work history, experience as Recreation Aide as part of school work/study program
Initial Goal -	Associate in Arts Degree, Recreation Therapy or Physical Education
Financial Assistance -	Division of Vocational Rehabilitation, BEOG, Department of Social Services
Services Utilized -	Influence of Program personal and group counseling, clarification of values, received needed emotional support from group and leaders, Self Concept Test by part-time counselor, vocational counseling and Kuder Occupational Survey by part-time counselor, altered career goals, field trip to Washington gave awareness of number of people involved in epilepsy movement, psychiatrist referral for in-depth therapy, referral to volunteer job at John F. Kennedy Institute and Johns Hopkins Hospital, beginning to handle responsibility to feel needed, conference with psychiatrist and Mental Health counselor at the Community College of Baltimore, helped in handling depression and suicide threat, referred to John F. Kennedy Institute Seizure Clinic for medical evaluation, substantiated lack of current seizure disorder

#12 Continued -

Self Evaluation -

Personal growth

"Things are slowly being put together. I still feel that things will never get get back the way I want."

Personal counseling

"Personal counseling is great when you have a problem or if you must talk to someone."

Group experience

"The group is a good thing, because this way people can find out what is going on with other people in the group."

#13	Personal Data -	female, age 20, high school graduate, living with aunt's family because mother expected full-time babysitting commitment and no independence
	Disability -	well controlled grand mal seizure, occasional dizziness and headaches, no medication, excessive fluid in legs and ankles
	Psychological Information -	realistic goals, behavior generally mature, tendency to try to live up to others' unrealistic expectations; conflict in areas of accepting authority, dependence, need for financial security; handles stress through verbal communication, some withdrawal from problems, low/average intelligence, academic performance poor, withdrew from college program after facing inability to cope with courses
	Work History -	some short-term clerical jobs
	Initial Goal -	Associate in Arts Degree, Data Processing
	Financial Assistance -	BEOG and Division of Vocational Rehabilitation
	Services Utilized -	Influence of Program group counseling helped clarify values, personal counseling, learned to express feelings, Center for Educational Services faculty tutoring, referred to Vocational Rehabilitation for financial aid at CCB and Data Processing Institute in fall, current psychological and physical evaluation

#14	Personal Data -	female, age 24, high school graduate, completing AA Degree August 1976, living independently
	Disability -	grand mal seizures (onset at early age) controlled, experiencing psychomotor seizures, adheres to medical regime
	Psychological Information -	realistic goals, motivated to achieve, uses mature behavior to reach goals, some tendency to be overly elated; conflict in areas of sexuality and accepting authority, ambivalent feelings for family; handles stress through verbal communication, high intellectual ability-academic performance high
	Work History	work experience in area of Occupation Therapy, good background through college field work
	Initial Goal -	Associate in Arts Degree, Occupational Therapy Assistant
	Financial Assistance -	Center for Educational Services budget for tutoring, Division of Vocational Rehabilitation
	Services Utilized -	Influence of Program personal counseling, insight into handling of personal problems, Self Concept Test by part-time counselor, referred to Division of Vocational Rehabilitation, financial aid for tuition, room, board and maintenance, medication; referred to low cost drug program at Epilepsy Association of Central Maryland, information about epilepsy altered misconceptions

#15

Personal Data -	female, age 28, high school graduate, married, one child (one year adult education courses)
Disability -	mixed type of seizure disorder, not well controlled (onset in early childhood), every week or so with short psychomotor episodes more frequently, adheres to medical regime
Psychological Information -	undefined goals due to seizure activity, pressures from home situation, behavior vacillates between aggressive insistence about ability to handle school and passive acceptance of frustration and disappointment; conflict in areas of dependence, accepting authority, need for security; handles stress through depression, immature and overly formalized responses, or high excitability, low/average intellectual ability - academic poor, withdrew after one semester
Work History -	little work history, has been homemaker
Initial Goal -	secretarial courses
Financial Assistance -	BEOG and Division of Vocational Rehabilitation
Services Utilized -	Influence of Program personal counseling, awareness of inability to handle courses at this point, reassessed goals, group counseling, emotional support from group counseling, Center for Educational Services faculty tutoring, some grade improvement, conference with faculty member opened communication between family and instructor, Division of Rehabilitation referral, financial assistance, Self Concept Test by part-time counselor, letter of reference for job, investigated alternate training, will pursue typing at Maryland Rehabilitation Center, used typing lab, work / study gave some job experience

#15 Continued -

Self Evaluation -

Social adjustment

"I feel I have a very good relationship with others. The adjustment seemed to just fall right in place. I like people and I believe they also like me."

Seizure control

"Seizures increased and I feel it was due to all added pressure and worry."

What other information or services do you feel should have been provided by the program?

"Special classes to work on a one to one basis, carry only half of work load due to other requirements, special instructions and consideration since it was supposed to be a special program."

#16

Personal Data -	male, age 22, high school graduate, single, living independently while in school
Disability -	grand mal seizures (onset as young adult), controlled when following medical regime and abstaining from drugs and alcohol
Psychological Information -	goals are specific and limit options although they are realistic, exhibits aggressive tendencies and highly excitable behavior, infantile expressions and verbalization, conflict in areas of sexuality, interpersonal relationships, handling aggression; handles stress through denial, use of drugs and alcohol, or violent behavior, high intellectual ability - average to poor academic performance
Work Histroy -	erratic work history, interrupted by hospitalization, lack of motivation
Initial Goal -	Associate in Arts Degree, Mechanical Technology, opened own motorcycle shop in Hagerstown
Financial Assistance -	Division of Vocational Rehabilitation
Services Utilized -	Influence of Program personal counseling, awareness of unacceptable behavior in some areas, Self Concept Test by part-time counselor, vocational counseling and Kuder Interest Test by part-time counselor, exploration of related job areas, referred for housing and obtained apartment near Community College of Baltimore, Center for Educational Services, peer tutoring in mechanical drawing, job search for part-time employment, counselor called several employers, referred to Placement Office, information about Harbor Campus curriculum, plan on referral to psychiatrist in fall for in-depth therapy

#17

Personal Data -	male, age 21, high school graduate, living with mother, stepfather and siblings
Disability -	grand mal seizures (onset in early childhood) controlled when following medical regime
Psychological Information -	goals are undefined and based on expectations of others, no acceptance of own abilities or physical limitations, behavior indicates depression, lack of affect, variable temperament exhibited by passive/aggressive personality; conflict in areas of sexuality, accepting authority and interpersonal relationships, overwhelming need for trust in someone feeling approval and love; handles stress through denial, withdrawing from problem, low intellectual ability (indicated by test result), suspect learning disability, poor academic performance
Work History -	little work experience, some job related activities while in Naval Corps; short term job at race track and aboard U.S. Constellation
Initial Goal -	Associate in Arts Degree, Allied Health Program - goal of college
Financial Assistance -	Division of Vocational Rehabilitation and BEOG in fall
Services Utilized -	Influence of Program personal counseling, developed positive relationship with counselor, referred to "Nine Day Wonder"-skills, learned to trust, aware of discrepancy between stated goals and ability, Center for Educational Services, peer tutoring in several subjects, Self Concept Test by part-time counselor, vocational counseling and Kuder Test by part-time counselor, investigated alternative career choices Human Potential Seminar, conference with faculty member opened communication, Division of Vocational Rehabilitation referral, financial assistance, referred to Placement Office, appointment with Communication Aide Coordinator at the CCB, diagnosis of mild learning disability
Self Evaluation -	Social adjustment "The same as before, I like being a loner."

#18

Personal Data - female, age 48, pursuing high school equivalence, living with four children and sees husband on weekends

Disability - grand mal seizure controlled (onset in middle age) when not under pressure or overtired, adheres to medical regime

Psychological Information - explicit goals, realistic and approached in mature manner, behavior indicates inner-directedness, need for achievement, independent and open; conflict in areas of seeking indicators of achievement, ambivalence about husband, need for security; handles stress through verbal communication, low/average intellectual ability (may appear slow to respond due to medication)

Work History - no work experience, has been homemaker

Initial Goal - group experience and General Education Development class

Financial Assistance - Community College of Baltimore paid for General Education Development class

Services Utilized - Influence of Program
group counseling, socialization experience, acceptance of seizure disorder, values and self concept changed in positive direction, recognition of dependency brought on by epilepsy, personal counseling, great strides in altering course of her life, increased reading skills, information on epilepsy, General Educational Development course, preparation for GED examination, Center for Educational Services, peer tutoring, assistance in English and math, "Nine Day Wonder" Special Skills Development Workshop improved skills, Human Potential Seminar

Self Evaluation - Seizure control
"I have less seizures. I believe because I have more confidence in myself and instead of staying in waiting for seizures my mind is not on them as much and I am more relaxed."
Group experience
"Its wonderful to feel as one. No different than another. Realizing others have problems just as you do. The advice of others also help in your daily life."

#19	Personal Data -	male, age 22, pursuing high school equivalence, living with mother and stepfather
	Disability	grand mal seizures relatively controlled (onset in early childhood), secondary gains
	Psychological Information -	undefined goals and lack of motivation in planning them, immature approach to problems, expects others to do for him, psychologically demanding; conflict in areas of sexuality, dependence and accepting authority; handles stress through denial, pouting, withdrawal from situation, immature demands or aggressive behavior; low/average intellectual ability, dropped out of GED class before completing review lessons
	Work History -	erratic work history in health field, unable to sustain interest and performance for any long periods
	Initial Goal -	socialization experience, General Educational Developmental preparation
	Financial Assistance -	Community College of Baltimore paid for General Educational Development class
	Services Utilized -	Influence of Program group counseling, provided some social interaction, examined values but made no changes in life style, personal counseling, information on epilepsy, confronted with inappropriate behavior, college financed General Educational Development class, job search, systematic investigation through classified advertising in Sunday paper

#20	Personal Data -	female, age 36, high school equivalence, divorced with several children
	Disability -	grand mal seizures (onset as young adult)
	Psychological Information -	realistic goals and mature approach to achieving them, used verbal communication to handle stress, average intellectual ability
	Work History -	worked as teacher's aide and substitute
	Initial Goal -	General Education Development preparation
	Financial Assistance -	Community College of Baltimore
	Services Utilized -	Influence of Program group counseling, emotional support from group, increased socialization experience, information on epilepsy, referred to Division of Vocational Rehabilitation; financial assistance

#21	Personal Data -	female, age 25, single, pursuing high school equivalence
	Disability -	grand mal seizures, relatively controlled, (onset in early childhood)
	Psychological Information -	realistic goals with little follow through, handles stress by avoidance, average intellectual ability
	Work History -	no work history
	Initial Goal -	General Education Development
	Financial Assistance -	Community College of Baltimore
	Services Utilized -	Influence of Program group counseling offered, referred to Division of Vocational Rehabilitation

#22

Personal Data -	male, age 27, single, pursuing high school equivalence, living with parents
Disability -	relatively controlled grand mal seizure (onset in infancy)
Psychological Information -	realistic goals with little follow through, handles stress by avoidance, average intellectual ability
Work History -	erratic work history, maintenance area
Initial Goal -	General Education Development
Financial Assistance -	Community College of Baltimore
Services Utilized -	Influence of Program group counseling offered, referral to Division of Vocational Rehabilitation

#23

Personal Data -	female, age 36, high school graduate, married
Disability -	psychomotor seizures well controlled
Psychological Information -	realistic goals aided by husband's support and encouragement, independent and mature
Work History -	no work history, has been a homemaker
Initial Goal -	vocational counseling and learning skill
Financial Assistance -	Division of Vocational Rehabilitation
Services Utilized -	Influence of Program vocational counseling and Holland and Kuder Interest Tests by part-time counselor, career goals clarified, values examined

#24	Personal Data -	female, age 30, high school graduate, separated and living with two children
	Disability -	seizures (onset in early childhood) occur every few months, stimulated by stressful situations
	Psychological Information -	goals undefined, seemed to be confused and contradictory, energy being diverted to control anger and frustration, fear; conflict in areas of interpersonal relationships, accepting authority
	Work History -	erratic work history in health field
	Initial Goal -	Job in Allied Health for Education
	Financial Assistance -	Department of Social Services, Division of Vocational Rehabilitation
	Services Utilized -	Influence of Program counseling, vocational testing

#25	Personal Data -	male, age 23, single, pursuing high school equivalence, living with parents
	Disability -	grand mal seizures, (onset in early childhood)
	Psychological Information -	conflicts in area of sexuality, dependence
	Work History -	no work history
	Initial Goal -	General Education Development preparation
	Financial Assistance -	Division of Vocational Rehabilitation
	Services Utilized -	Influence of Program referred to Division of Vocational Rehabilitation for evaluation, vocational counseling

#26	Personal Data -	female, age 33, high school graduate, married but contemplating separation
	Disability -	grand mal seizures, not currently well controlled
	Psychological Information -	behavior is well defended to control anger and fear; conflict in areas ofsexuality, dependence, values - handles stress through depression, denial and aggression; limited intellectual ability
	Work history -	no work history
	Initial Goal -	socialization experience, taking a course - acquiring a skill
	Financial Assistance -	Division of Vocational Rehabilitation
	Services Utilized -	Influence of Program group counseling, socialization experience, personal counseling, group support, acceptance of self; realistic future plan made

#27	Personal Data -	male, age 18, high school graduate, living with parents.
	Disability -	grand mal seizures (onset in early childhood) relatively controlled when taking medication
	Psychological Information -	goals realistic, behavior indicates ambivalence in accepting self with seizure disorder; conflict in area of dependence, accepting authority
	Work History -	work experience through school, work/study program
	Financial Assistance -	Division of Vocational Rehabilitation
	Services Utilized -	Influence of Program group counseling, socialization experience, personal counseling/ (short-term)

#28	Personal Data -	female, age 27, left school in 9th grade, separated, living with one child
	Disability -	grand mal seizures relatively controlled (onset at age 10)
	Psychological Information -	goals undefined, options thus far limited by lack of reading skills and/or ability, motivated to take responsibility for future plans; conflict in areas of dependence, security, interpersonal relationships
	Work History -	little work experience
	Initial Goal -	General Education Development preparation and group experience
	Services Utilized -	Influence of Program personal counseling, (short-term), defined goals, vocational counseling and Holland Interest Test by part-time counselor, knowledge about basic abilities, referred to Calvert Adult Education Center, pursue high school courses toward diploma

#29	Personal Data-	male, age 20, high school graduate, living with parents
	Disability -	grand mal seizures (onset at age 18) controlled when taking medication
	Psychological Information -	goals unrealistic and having difficulty accepting self with seizure disorders; conflict in areas of self-acceptance, dependence, accepting authority
	Work History -	good work history on railroad before developed seizure disorder
	Initial Goal -	group experience

#29 Continued -

Financial Assistance -	Division of Vocational Rehabilitation
Services Utilized -	Influence of Program personal counseling, (short-term), group counseling, group support to help in acceptance of seizure disorder

#30

Personal Data -	female, age 31, high school graduate, AA degree completed, living with mother, but married with one child
Disability -	grand mal seizures, controlled when not under stress (onset in early childhood)
Psychological Information -	goals confused and energy being used to control anger, fear and guilt; behavior vacillates between rational action and depression, outbursts of anger when defensive system breaks down; motivated by need to achieve; conflict in areas of sexuality, dependence, ambivalence toward mother, husband and child, values; handles stress through verbal communication, depression, some aggression
Work History -	good work history with telephone company, dissatisfied because she doesn't use her training or AA degree, transportation and hours are inconvenient
Initial Goal -	counseling
Financial Assistance -	Division of Vocational Rehabilitation
Services Utilized -	Influence of Program personal counseling, support of counselor in clarifying goals and examining conflict areas, Division of Vocational Rehabilitation, group counseling, group support to help in acceptance of seizure disorder, give emotional boost and reinforcement

GRADES FOR STUDENTS ENROLLED

IN COLLEGE PROGRAMS - EPILEPSY EDUCATION PROGRAM

#1	#2	#3	#4
Fall '75	Fall '75	Fall '75	Fall '75
CJ 101 C	CD 101 B	BA 100 C	ENG. 101 A
CJ 102 D	CD 102 B	BA 103 F	ENG 140 A
CJ 103 C	ENG 101 C	ENG 100 B	HS 108 A
ENG. 104 F	PE. 142 B	HS 108 A	HS 109 A
PH. 101 C	PSY 101 C	SOC. 101 A	MAT 11 S
SOC. 101 F	Spring '76	Spring '76	ST 107 B
ST 107 F	CD 103 B	BA 103 W	Spring '76
Spring '76	MH 103 C	HS 100 W	BIO 107 D
CJ 104 F	MUS 104 A	ENG. 200 W	CHEM 103 W
CJ 105 D	SOC 101 A	PEC 173 C	ENG 200 A
CJ 106 F	(Meritorious Scholar)	PSY 101 B	SP 140 B
LE 201 F		SOC 102 A	(Distinguished Scholar)
LE 202 D			
LE 207 B			

No grades recorded for #5, #12, #15 because of withdrawal after one semester

#18 thru #30 not in College Program

#6

Fall '75

BIO 111 A

HEA 201 B

HS 108 A

HS 109 A

MRS 101 A

Spring '76

BIO 112 A

MRS 102 B

MRS 104 B

ST 108 W

(Meritorious Scholar)

#7

Fall '75

ENG 50 B

ENG 140 A

PSY 101 C

SOC 104 B

Spring '76

BIO 107 D

ENG 100 B

HEA 102 A

HS 108 A

PSY 104 C

(Meritorious Scholar)

#8

Fall '75

ENG 50 D

ENG 140 D

PE 203 D

PE 211 C

PE 250 D

PE 254 A

PE 162 C

Spring '76

ENG 100 W

HEA 102 C

MUS 141 S

PE 132 C

REC 102 C

REC 104 D

REC 106 C

#9

Fall '75

BIO 101 C

ENG 100 D

SOC 101 C

SWA 120 C

Spring '76

ENG 101 D

PSY 101 F

SOC 103 C

SWA 121 W

#10

Fall '75

BA 100 B

BA 103 W

BA 106 B

ENG 200 B

BA 201 B

Spring '76

BA 101 C

BA 113 W

BA 150 W

BA 154 W

BA 212 A

#11

Fall '75

ENG 50 C

ENG 140 C

GEO 103 B

MUS 117 D

PE 173 A

Spring '76

ENG 101 D

FA 103 B

FA 105 F

MHT 11 S

#13

Fall '75

BA 103 D

DP 101 C

ENG 50 C

ENG 140 B

PE 167 I

Spring '76

BA 150 F

BA 151 F

DP 106 F

ENG 101 W

PEC 136 F

SOC 101 F

#14

Fall '75

BIO 107 A

MAT 108 W

OT 101 A

OT 102 B

Spring '76

OT 103 B

OT 110 A

OT 201 B

OT 202 B

(Meritorious Scholar)

#16

Spring '76

DR 102 D

ENG 132 B

ENG 101 W

MAT 11 U

PEC 166 F

#17

Spring '76

ENG 50 F

ENG 140 C

MAT 11 W

SCI 102 C

APPENDIX A

Candidates for Community College of Baltimore Epilepsy Program

March 1975 - June 1976

NAME	HOW REFERRED	TEST ADMINISTERED	STATUS OF CANDIDATE
R.H.	Father called from Virginia after reading newspaper article.		After several letters of follow-up to initial inquiry, decided distance too great.
P.H.	John F. Kennedy Institute Seizure Clinic	American College Test	Decided that distance to CCB a barrier-lives in Eastern Baltimore County
J.K.	Called after reading article in newspaper		Decided that distance to CCB a barrier -- lives in Dundalk area.
W.T.	Mother called after reading newspaper article		Working in daytime--not interested in counseling program.
L.W.	John F. Kennedy Institute Seizure Clinic		Working in daytime - not interested in counseling program.
P.D. (#2)	University Hospital Seizure Clinic	American College Test Tennessee Self-Concept Scale Kuder Occupational Interest Survey	Enrolled in Associate of Arts degree program - Early Childhood Education.
J.O.	Called after reading newspaper article	Never kept appointment for American College Test	Decided that distance to CCB a barrier

NUMBERS IN PARENTHESIS CORRESPOND TO NUMBERS ASSIGNED IN PROFILE OF COUNSELEES

Candidates for Community College of Baltimore Epilepsy Program

March 1975 - June 1976

NAME	HOW REFERRED	TEST ADMINISTERED	STATUS OF CANDIDATE
M.F. (#15)	Called after reading newspaper article	American College Test Tennessee Self-Concept Scale	Withdrew from college courses--too much pressure at home and school--continued counseling
G.W.	Mother called after reading newspaper article	Scholastic Aptitude Test in High School	Decided to investigate Anne Arundel Community College - lives in Glen Burnie area
W.B.	Called after reading newspaper article		Stated complete seizure control - no medication for several years; counseling not needed.
J.M.	John F. Kennedy Institute Seizure Clinic		Referred to Dundalk Community College "Single Step Program" - more convenient and appropriate
K.R.	John F. Kennedy Institute Seizure Clinic		Reported by Division of Vocational Rehabilitation Counselor to be "educable retarded" - little benefit from counseling
A.T. (#12)	School counselor and Division of Vocational Rehabilitation Counselor	American College Test Tennessee Self-Concept Scale	Withdrew from college courses - seeing psychiatrist, attending group counseling, has volunteer job
B.H. (#4)	John F. Kennedy Institute Seizure Clinic	American College Test Tennessee Self-Concept Scale	Enrolled in Associate of Arts degree program-Dental Hygiene
W.E.	John F. Kennedy Institute Seizure Clinic		Interested in employment or attending college closer to home - not interested in counseling.

Candidates for Community College of Baltimore Epilepsy Program

March 1975 - June 1976

NAME	HOW REFERRED	TESTS ADMINISTERED	STATUS OF CANDIDATE
R.M.	John F. Kennedy Institute Seizure Clinic		Never responded to letter from the John F. Kennedy Institute, Division of Vocational Rehabilitation or the Community College of Baltimore Coordinator.
J.J.	Department of Social Services Division of Vocational Rehabilitation liaison Counselor		Left Baltimore area - address unknown.
D.S. (#11)	Mother called after reading newspaper article	American College Test Tennessee Self-Concept Scale Kuder Occupational Interest Survey	Enrolled in Associate of Arts degree program-Food Administration
H.M. (#7)	John F. Kennedy Institute Seizure Clinic	American College Test Tesnessee Self-Concept Scale	Enrolled in Associate of Arts degree program--Physical Therapy Assistant
D.J.	John F. Kennedy Institute Seizure Clinic		Decided not interested in attending the Community College of Baltimore or attending counseling sessions
K.J. (#17)	John F. Kennedy Institute and later Epilepsy Association of Central Maryland	American College Test. Tennessee Self-Concept Scale Kuder Occupational Interest Survey	Attending the Community College of Baltimore - remedial courses in English, math and science; attending individual counseling.
H.J.	Called after reading newspaper article		Division of Vocational Rehabilitation counselor did not support education at the Community College of Baltimore - not interested in counseling

Candidates for Community College of Baltimore Epilepsy Program

March 1975 - June 1976

NAME	HOW REFERRED	TEST ADMINISTERED	STATUS OF CANDIDATE
P.P.	John F. Kennedy Institute Seizure Clinic		After several phone discussions, decided not to attend the Community college of Baltimore or participate in counseling
P.Z.	John F. Kennedy Institute Seizure Clinic		Decided not to pursue education - not interested in counseling; reportedly severe psychiatric problems - Division of Vocational Rehabilitation Counselor
D.G.	Division of Vocational Rehabilitation Counselor		Attending Catonsville Community College- was invited to participate in counseling program
'..J. (#6)	Division of Vocational Rehabilitation Counselor	Tennessee Self-Concept Scale	Enrolled in Associate of Arts degree program — Medical Records Technology
J.B. (#1)	Faculty member at the Community College of Baltimore	American College Test Tennessee Self-Concept Scale	Withdrew from college courses - attending individual counseling sessions; seeking employment.
R.C.	Admissions Office at the Community College of Baltimore		After much correspondence and several interviews, decided to move back to North Carolina.
B.G.	Johns Hopkins Hospital- Adult Neurology		Under psychiatric treatment - unable to cope with continuing education or counseling

Candidates for Community college of Baltimore Epilepsy Program

March 1975 - June 1976

NAME	HOW REFERRED	TESTS ADMINISTERED	STATUS OF CANDIDATE
G.R.	John F. Kennedy Institute Seizure Clinic		Decided to stay in current job - considered "slow" by Division of Vocational Rehabilitation Counselor - not appropriate for counseling.
G.S.	Department of Social Services-Division of Vocational Rehabilitation liason counselor	Never kept appointment for American College Test	Never followed through on appointments with Division of Vocational Rehabilitation or Community College of Baltimore Coordinator-was called several times.
R.K.	Called after reading newspaper article		Missed appointments at Division of Vocational Rehabilitation and Community College of Baltimore-never responded to follow-up letter
Y.L.	Division of Vocational Rehabilitation Counselor	Scholastic Aptitude Test in high school	Not ready for continued education or counseling--in therapy currently
R.M. (#9)	John F. Kennedy Institute Seizure Clinic	American College Test Tennessee Self-Concept Scale Kuder Occupation Interest Survey	Completed several courses at the Community College of Baltimore -- now reassessing vocational objectives.
G.G.	Johns Hopkins Hospital Adult Neurology		Interested in employment - not counseling or continuing education
J.P.	John F. Kennedy Institute Seizure Clinic		Interested in keeping current job--seeing Division of Vocational Rehabilitation Counselor for counseling (long-term).

Candidates for Community College of Baltimore Epilepsy Program

March 1975 - June 1976

NAME	HOW REFERRED	TESTS ADMINISTERED	STATUS OF CANDIDATE
J.T.	Department of Social Services Division of Vocational Rehabilitation liaison		Recently recovering from operation--evaluation scheduled through the Division of Vocational Rehabilitation before considering the Community College of Baltimore program.
R.B.	Mayor's Manpower Office		Working during day hours--not interested in counseling.
G.E. (#3)	Division of Vocational Rehabilitation counselor	American College Test Tennessee Self-Concept Scale Kuder Occupational Interest Survey	Enrolled in Associate Arts degree program-Business Administration
J.S. (#10)	Epilepsy Association of Central Maryland	Scholastic Aptitude Test Tennessee Self-Concept Scale	Completed several courses at the Community College of Baltimore, plans on transferring to University of Maryland, Baltimore County, attending counseling sessions.
P.M. (#8)	Upward Bound Counselor at the Community College of Baltimore	Tennessee Self-Concept Scale Kuder, Gates-McGinity Reading Test	Taking courses in Recreation leadership curriculum--Associate of Arts degree program.
G.H. (#5)	Division of Vocational Rehabilitation Counselor	American College Test Tennessee Self-Concept Scale Kuder Occupational Interest Survey, Holland Self Directed Search	Withdrew from college courses-seeking employment - attending individual counseling sessions.
D.S.	Department of Social Services Division of Vocational Rehabilitation liaison Counselor		Reportedly retarded by Division of Vocational Rehabilitation Counselor--seizures controlled (none in five years), counseling inappropriate.

Candidates for Community College of Baltimore Epilepsy Program

March 1975 - June 1976

NAME	HOW REFERRED	TESTS ADMINISTERED	STATUS OF CANDIDATE
S.M.	University Hospital Seizure Clinic	American College Test	Working during day hours--may call for counseling appointment in crisis.
M.M.	Faculty member at the Community College of Baltimore	American College Test	Never followed through with the Division of Vocational Rehabilitation appointments or with the Community College of Baltimore Coordinator--was called several times.
W.D.	Mother called after hearing of program from newspaper		Division of Vocational Rehabilitation Counselor felt he was not ready to handle transportation problem, group interaction or college course
D.H. (#21)	University Hospital Seizure Clinic		Attended General Educational Development class at the Community College of Baltimore--taking examination, plans on beginning college in September, 1976
C.L.	Mother called after reading newspaper article		Attending Johns Hopkins University--not interested in counseling; referred to the John F. Kennedy Institute Clinic
C.D.	Mother read article in Bulletin of Maryland Community Colleges		Not interested in continuing education or in counseling sessions
G.M. (#19)	Division of Vocational Rehabilitation counselor		Began General Educational Development class but didn't follow through--attending group and individual counseling.

Candidates for Community College of Baltimore Epilepsy Program

March 1975 - June 1976

NAME	HOW REFERRED	TESTS ADMINISTERED	STATUS OF CANDIDATE
S.K.	Counselor at the John F. Kennedy Institute Cleft Palate Clinic	American College Test	Diagnosis after two or three seizures indicated no seizure disorder--attending Catonsville Community College.
W.G.	Mother called after reading newspaper article		Decided that distance from the Community College of Baltimore was too great a barrier--lives in Anne Arundel County
M.A. (#18)	University Hospital Seizure Clinic		Took General Educational Developmental class at the Community College of Baltimore--failed exam by few points: attending group and individual counseling
T.G. (#16)	Division of Vocational Rehabilitation counselor	American College Test Tennessee Self-Concept Scale Kuder Occupational Interest Survey	Enrolled in Associate of Arts degree program--Automobile Technology
S.C. (#13)	Student in program	American College Test Tennessee Self-Concept Scale	Withdrew from college courses - plans on attending Data Processing Institute; individual counseling.
P.C.	Called after reading newspaper article	American College Test	Recently recalled to prior job--may look into evening classes--not interested in counseling
D.K.	Psychiatrist at Sheppard-Pratt Hospital	Kuder Occupational Interest Survey -- Holland Self-Directed Search	Attending computer school sponsored by Division of Vocational Rehabilitation-- may return for continued counseling

Candidates for Community College of Baltimore Epilepsy Program

March 1975 - June 1976

NAME	HOW REFERRED	TESTS ADMINISTERED	STATUS OF CANDIDATE
G.C. (#27)	John F. Kennedy Institute Seizure Clinic		Working part-time, looking for full-time steady employment; attending group counseling
O.G. (#22)	Division of Vocational Rehabilitation counselor		Took General Educational Development class at the Community College of Baltimore--planning on enrolling in college courses after passing examination. Attending group counseling.
D.B. (#28)	John F. Kennedy Institute Seizure Clinic	Reading screening test	Unable to grasp enough written material to benefit from General Educational Development class at the Community College of Baltimore -- referred to the Division of Vocational Rehabilitation for training, may return for counseling
P.P.	University Hospital Seizure Clinic		Was interested in the General Educational Development class at the Community College of Baltimore but after discussion decided it was not appropriate or necessary in her line of work- employed now
R.H.	University Hospital Seizure Clinic		Interested in college courses in Fall 1976-- now completing training sponsored by the Division of Vocational Rehabilitation.
L.W.	University Hospital Seizure Clinic		Was interested in the General Educational Development class at the Community College of Baltimore -- never kept appointment with Community College of Baltimore Counselor, no response to calls

Candidates for Community College of Baltimore Epilepsy Program

March 1975 - June 1976

NAME	HOW REFERRED	TESTS ADMINISTERED	STATUS OF CANDIDATE
M.T. (#20)	University Hospital Seizure Clinic		Took General Educational Development class at the Community College of Baltimore--planning on enrolling in college courses after passing examination. Attending group counseling
B.R. (#24)	University Hospital Seizure Clinic		Was interested in college courses but failed to keep appointments with the Community College of Baltimore counselor
E.M. (#25)	Epilepsy Association of Central Maryland		Completing evaluation at Sinai (through the Division of Vocational Rehabilitation). Would like to take the General Educational Development class and attend counseling sessions in Fall 1976
T.P.	University Hospital Seizure Clinic	Reading screening test	Unable to grasp enough written material to benefit from the General Educational Development class at the Community College of Baltimore--attending Calvert Adult Education Center, counseling from the Baltimore Association for Retarded Citizens
M.C. (#14)	Center for Educational Services Coordinator at the Community College of Baltimore	Scholastic Aptitude Test in high school, Tennessee Self-Concept Scale	Enrolled in Associate of Arts degree program--Occupational Therapy Assistant, graduates August, 1976
A.L. (#26)	University Hospital Seizure Clinic	Kuder Occupational Interest Survey	Involved in group and individual counseling; assessing career goals within physical and emotional limits.

Candidates for Community College of Baltimore Epilepsy Program

March 1975 - June 1976

NAME	HOW REFERRED	TESTS ADMINISTERED	STATUS OF CANDIDATE
J.T.	John F. Kennedy Institute Seizure Clinic		Interested in college courses but unrealistic goal due to limited ability--will work with the Division of Vocational Rehabilitation; not interested in counseling.
G.T.	Epilepsy Association of Central Maryland		Interested in college program--did not keep appointment with Community College of Baltimore Counselor
C.O. (#2)	Epilepsy Association of Central Maryland		Seeking employment, attending group counseling sessions
T.P.	John F. Kennedy Institute Seizure Clinic	American College Test	Interested in college program and work part-time; will attend counseling when able.
E.J. (#30)	Administrative Staff member at Community College of Baltimore		Already has Associate of Arts degree--attending individual counseling sessions; working part time
M.B.	Division of Vocational Rehabilitation counselor		Interested in General Educational Development class at Community College of Baltimore--appointment in near future
L.B.	University Hospital Seizure Clinic		Interested in college program, vocational testing--appointment in near future
M.G.	University Hospital Seizure Clinic		Interested in General Educational Development class at Community College of Baltimore--appointment in near future

COUNSELEE PROFILE
EPILEPSY EDUCATIONAL PROGRAM
(FOLLOW-UP AGREEMENT ATTACHED)

PERSONAL DATA: DATE:

Name _____

Address _____

Telephone No. _____ Birthdate _____

Marital Status _____ Sex _____ RC _____

No of dependents _____ Financial Assistance _____

High School Graduated From _____

How referred to CCB Program _____

_____

Accepted at CCB _____ Withdrawn from Program _____

Reason for Withdrawal _____

_____

SERVICES NEEDED:

G.E.D. _____ A.C.T. _____

Upward Bound (Other Tutorial Services) _____

Tutoring in Academic areas at CCB _____

Evaluation through CCB Education Services Center _____

_____

_____

Financial Aid _____

Job Placement _____

Vocational Counseling and Testing _____

Counseling (Individual) _____

Counseling (Group) _____

GENERAL MEDICAL INFORMATION:

Description of Disability (include type of seizure) _____

_____

_____

Seizure Behavior (check where applicable)

Loss of Consciousness _____
Falling _____
Convulsive movements _____
Purposeful-like but inappropriate or irrelevant acts _____
Momentary staring _____
Sudden jerking movements _____
Aggressive or rage behavior _____
Tongue biting _____
Incontinence: Urine _____ Feces _____
"Epileptic" cry or shout _____

Seizure Consequence

Embarrassment and/or withdrawal _____
Headaches _____
Unsteadiness of gait _____
Nausea _____
Drowsiness _____
Confusion _____
Deep sleep _____

Aura (i.e. warning sensations)

Client has an aura before
all seizures _____
some seizures _____
none of the seizures _____

By how much time does the aura precede the seizure (i.e. is the time sufficient to shut off machinery, get off ladder, lie down, etc.)

_____

Factors Influencing Seizure Frequency

The client is more likely to have a seizure in reaction to:

Drinking _____
Stress _____
Fatigue _____
Fever _____
Loud Sounds _____
Flashing Light _____
Other (specify) _____

Medication _____

Seizure Frequency _____

Recovery Time _____

Physician/Clinic _____

Date of Last Examination _____

Known to CCB Nurse _____

TESTING INFORMATION:

What measurements used:

Social Achievement _____ Psychological _____

Gen'l Intelligence _____ Vocational _____

Perceptual Ability _____ Reading _____

Interest _____ Math _____

Who Administered and When _____

EDUCATIONAL INFORMATION:

CCB Counselor _____

Comments from Counselor _____

_____

_____

_____

Curriculum Selected (schedule attached) _____

Faculty Advisor _____

Academic Progress _____

Human Potential Seminar _____

VOCATIONAL INFORMATION:

DVR Counselor _____

DVR Vocational Plan _____

_____

How Referred to DVR _____

Comments from Counselor _____

_____

_____

_____

Special interests and aptitudes (demonstrated through tests) _____

_____

_____

_____

Interests and aptitudes (student's perception) _____

_____

_____

Hobbies and recreational pursuits _____

_____

_____

Membership in organizations _____

_____

_____

WORK HISTORY: (Begin with most recent job)

Employer _____

Dates of Employment: _____ From _____ To _____

Wages Per Hour _____

Reason for Leaving _____

_____

Type of Work Performed _____

Employer _____

Dates of Employment: _____ From _____ To _____

Wages Per Hour _____

Reason for Leaving _____

_____

Type of Work Performed _____

Employer _____

Dates of Employment: _____ From _____ To _____

Wages Per Hour _____

Reason for Leaving _____

_____

Type of Work Performed _____

Have you ever had any trouble with the law _____

_____

_____

_____

Current Vocational Goal _____

Work/Study at CCB _____

_____

Additional Vocational Evaluation _____

_____

Previous Training Course _____

_____

Job Referrals _____

_____

_____

_____

Follow-Up _____

_____

_____

_____

_____

_____

NOTES FROM PROGRAM COORDINATOR:

_____

_____

_____

_____

_____

NOTES FROM PROGRAM COORDINATOR (Continued)

STUDENT EVALUATION OF PROGRAM:

APPENDIX C

CITY OF BALTIMORE

WILLIAM DONALD SCHAEFER, Mayor

COMMUNITY COLLEGE OF BALTIMORE

DR. HARRY BARD, President

2901 Liberty Heights Avenue, Baltimore, Maryland 21215

Date: _____

FOLLOW-UP AGREEMENT

Student's name _____ Birthdate _____

Street Address _____ City _____

State _____ Zip Code _____

Social Security Number _____

As a participant in the new educational program designed to assist students with seizure disorders in acquiring vocational and personal skills, you occupy a unique position. Your participation in this initial year will furnish important information to counselors, physicians and educators. Accumulated data will then be used to create an on-going, comprehensive educational opportunity for other students like yourself.

By following your career, both in college and after graduation, we can better assess the skills you have acquired. Your valuable input into curriculum development and counseling techniques will contribute an additional dimension to future planning and implementation. We anticipate the use of questionnaires, telephones and personal interviews to provide substantive data. All information given to this office will be strictly confidential and will not be used without your permission.

Your signature below will indicate a commitment to participate in a long-term follow-up study of students in the program.

_____ _____

Signature Date

_____

Signature of Parent or Guardian (if under 21)

APPENDIX D

COMMUNITY COLLEGE OF BALTIMORE
BALTIMORE, MARYLAND 21215

REQUEST FOR INFORMATION

Date:

TO: _____
Name of Hospital or Physician or Agency

_____
Street Address

_____
City, State, Zip Code

Dear Sir:

I am currently participating in a program at the Community College of Baltimore designed to provide a counseling setting for people with epilepsy.

I am authorizing you to forward any information concerning my medical history to the Community College of Baltimore so that it may be used to enhance the counseling process.

Signature_____

Address _____

Social Security # _____

Please return to
Mrs. Wendy Kitt, Coordinator
Epilepsy Education Program
Community College of Baltimore
2901 Liberty Heights Avenue
Baltimore, Maryland 21215

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LOS ANGELES
NOV 12 19[illegible]
CLEARINGHOUSE FOR
JUNIOR COLLEGES

6/76